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ABSTRACT

Activities that integrate the fine arts into the regular curriculum for grades kindergarten through twelve are presented. These activities were developed by five Oklahoma school districts participating in a one-year inservice program of study and involvement in the arts. Brief descriptions of programs and background information on participating schools are included. Some of the fine arts areas covered are painting, drawing, drama, dance, music, singing, ceramics, creative writing, poetry, movement education, photography, and cultural arts, particularly American Indian art. These are integrated into the curriculum areas of language arts, mathematics, social studies, environmental education, and science. Although most of these activities are for regular students, there are some activities for handicapped and learning disabled students as well as for bilingual students. (EM)

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arts-r-us

oklahoma state department of education

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The infusion of arts experiences into the fabric of the school curriculum in an intentional manner for all students on a regular basis is the focus of the Arts in Education Program of the Oklahoma State Department of Education.

STATE DEPARTMENT OF EDUCATION

As with any new education program, it demands comprehensive planning and continuous assessment of student and teacher needs as well as ongoing evaluation. An arts in education program doesn't happen accidentally; it takes a caring, concerned administrator, a cadre of dedicated teachers willing to spend the added time for cooperative planning and sharing, a community responsive to the needs of the program, and district level administrators committed to the role the arts can play in the total educational program.

And what are the rewards?

- A changed environment which allows teachers to try alternative methods of teaching basic skills;
- A school reflective of the increased sharing between teachers;
- Opportunities within the daily school curriculum for students to solve problems in nonverbal as well as verbal ways;
- Self-reliant students whose self-confidence and self-worth are affirmed through successful nontraditional experiences;
- Administrators whose involvement in the instructional program of the school increases as together with their teachers they plan the school curriculum; and
- A community whose artists and arts agencies begin to plan their educational offerings based on the determined needs of students and teachers.

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One might well ask,

Is it worth the time and effort?

At least five schools in Oklahoma think it is. In June, 1976, five schools were selected as potential demonstration centers for arts in education. Administrators and teachers from these schools then embarked on a year-long inservice program which was designed to assist them in talking with one another, in planning and evaluating arts in education programs and in becoming more comfortable with arts experiences of all kinds. These 5 demo centers and their administrators are:

CENTRAL JUNIOR HIGH SCHOOL, Shawnee - (7-8), Joe Martin
MONROE ELEMENTARY SCHOOL, Oklahoma City - (K-4, Hearing Impaired), Lois Austin
SOLDIER CREEK ELEMENTARY SCHOOL, Midwest City - (K-6), James Minton
TECUMSEH PUBLIC SCHOOLS, Tecumseh - (K-12), Jim Myers
WILEY POST ELEMENTARY SCHOOL, Putnam City - (K-6), James Burnett

This fold-out relates some of the activities in which these five schools have recently been involved. It reflects the importance of individual artists and arts resources to the basic curriculum. It indicates some of the services to the schools that can be supplied by community arts agencies and the ways that innovative classroom teachers and arts teachers blend these resources into their curriculums. This material focuses on People, Places and Things -- but mostly on People, for when all is said and done, the **Arts-R-Us** -- all of us!

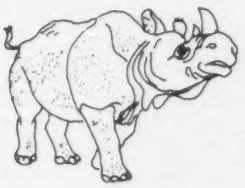
3

Add Together

a full size Indian tepee, Indian sign language, Indian dances, poems, folklore and food, pottery designs and parflesh skin paintings, Indian flutes, a special art collection, creative writing and drama,

And you get a mental image of the Indian Culture Unit at Wiley Post School.

Each day started with "Early Beat," where 1,000 students, teachers, visitors, cooks and custodians gathered to learn Indian songs and sign language. Special guests Doc Tate Nevaquaya and Dr. Richard Payne, both musicians and scholars of Indian lore, played Indian flutes and explained how this ancient instrument was used by Indian tribes. Through the cooperative effort of the Oklahoma Arts and Humanities Council's Poet-in-the-Schools Program, Lance Henson's poetry residency complemented the language arts emphasis on Indian folklore and legends. Children were captivated with his legends and stories.



It happened in Paris. People began to get bumps on their foreheads. Pretty soon they began to develop horns on their foreheads, and then people began to turn into rhinoceroses! Finally, everyone had become a rhinoceros except one man, and he hid in his room. One day they all came to him and asked him why he wasn't like them. He said, "I don't want to be a rhinoceros. I don't want to be like somebody else. I want to be me. That's what's important."

And that is an important part of what Lance Henson gave the students.

4

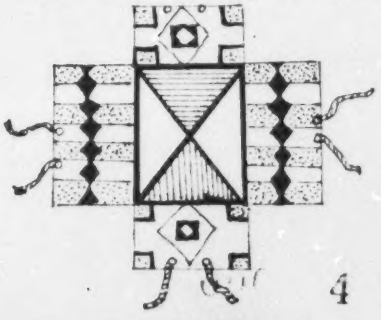
THE FLUTE POEM

I am the red cedar
in which my holes are bore.
I am the forefinger of
the Indians past.
I am the music to which
the birds answer.
I am the tune that the
deer woman loves, and
I am the instrument of
the elders.

By Michelle Sharp
Sixth Grader

Indian customs and tribal history

were emphasized within the social studies unit. A variety of student contracts were created with accompanying reference material, recordings and special resource people. Virginia Stroud, resident artist of Cherokee/Creek ancestry, used the Indian art collection (compliments of a Wiley Post patron) to explain Indian customs and legends. She cooperatively planned special Indian art projects with art instructor Ann Ameringer for students at all grade levels.



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Parflesh skin paintings were done with natural dyes from vegetables, clay and herbs. Virginia demonstrated the method of preparing a hide, and explained the necessity of boiling the scrapings to make a glue which adheres the dye to the hide. Committees of students designed parflesh skin paintings to exhibit in the media center. First and second year students created parfleshes (Indian suitcases) from oak tag. These were originally used for clothes and food storage.

5

First year student drawings have been compiled in a special

Monroe School Color Book

Monroe is a small, 9-teacher school in the heart of Oklahoma City that has seen many environmental changes the last two years. Fire-damaged walls have been replaced with attractive wall panels for student art work. Nearby are two trees which the students decorate seasonally.

As part of an environmental project, a Beautification Committee has been organized. Members of the committee include Principal Lois Austin and one student from each class. Student art work has been collected and is being enlarged to hang in the cafetorium.

Monroe is also a demonstration school for the Aesthetic Education Learning Center at Oklahoma City University. Their program carefully blended the CEMREL Aesthetic Education materials into the basic curriculum.

The Space Place at Monroe features a unique environment which students constantly change. Large styrofoam blocks, coupled with a flexible ceiling, create special spaces. Parachutes for creative movement are available, as well as special lighting effects.

Norman Arrington,

by his own admission, **is a library book to the teachers**
at Barnard Elementary School
in Tecumseh...

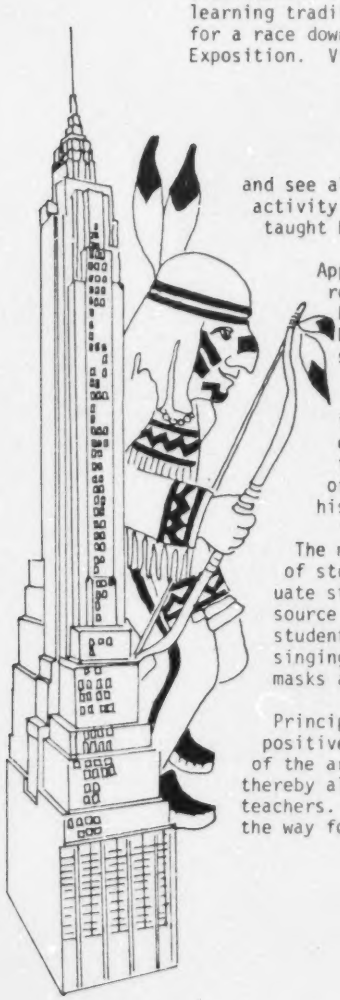
"Just check me out when you need me. A CETA artist employed through the Arts Council of Oklahoma City, Norman is by training a potter; however, his experience of training arts teachers at the college level brings additional insight and resources to teachers in Tecumseh. The school has purchased a potter's wheel and plans are being made to continue this program next year. Several teachers have "checked out" Norman's services in relating visual arts to ecology, science and history. The sixth grade studies of the history of England resulted in a mural in which students gained new insights into costumes from ancient England to modern times. Another class is illustrating stories from books they read, which is resulting in an increased interest in reading.

Working in a similar way at **Soldier Creek School** in Midwest City is Beth Shumway, who has a background of college teaching in dance. She was able to prepare students for a recent two-week dance residency with significant follow-up for the entire school. In addition to guiding students in creative movement experiences, Beth searches for outside arts resources to meet teacher requests. When it was not convenient for a classroom of students to visit the Oklahoma City Zoo during their unit on endangered species, Beth arranged for the zoo to come to Soldier Creek -- well, at least the Traveling Zoo Mobile.

Imagine...

300 junior high students singing native African tunes, playing instruments and dancing in ensemble; or 400 students and 50 parents and grandparents gathered in the gym learning traditional Indian dances; or rickshas being constructed for a race down main street during the Community Chinese Cultural Exposition. Visit

Shawnee Central Junior High School



and see all of this in action. The stimulus for much of the activity comes from an elective humanities course team taught by music, art, social studies and Latin teachers.

Approximately one-fourth of the student body is enrolled in the class, but the projects and activities have expanded into total school involvement. "We've been trying to do this for several years, but schools never have been very receptive," said an elderly Indian lead drummer who, along with 50 other parents and grandparents, was secured through the Shawnee BIA for a pow-wow on the gym floor. How exciting to see the old teaching the young traditional Indian dances. It was difficult in this unit of study to tell arts classes from social studies and history classes.

The most recent concentration has been on an African unit of study. Kwasi Aduonum, an African musician doing graduate study at the University of Oklahoma, served as a resource to the project. During an assembly, Kwasi had all students involved in playing authentic instruments and singing African songs. Art students created costumes, masks and African symbols to coordinate with the unit.

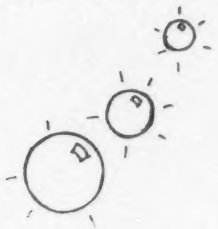
Principal Joe Martin is quick to point out a number of positive changes in student attitudes since the initiation of the arts program. Discipline problems have decreased, thereby allowing him more time for curriculum planning with teachers. Designing the Arts in Education Program has led the way for further curriculum development in other areas.

Lisa Roll, a movement specialist

sponsored by the Oklahoma Arts and Humanities Council, has conducted residencies in three of the demonstration schools. She explained dance as a vehicle which could be used for clarification in math, science, reading and all media of art. During her Soldier Creek School residency, cooperative planning was done with classroom teachers to determine concepts to be explored with each class. Hula hoops, large elastic tricot bands and Silly Putty were a few of the many props she used to entice students to form geometric shapes which reinforced math concepts.

Principal Jim Minton's reaction --"There is ample research available today which shows that children of elementary school age learn and think only in a 'concrete' manner; that is, their level of intelligence requires that they see, touch or experience something in order to fully understand it. But much of the so-called 'learning' that takes place in school is really not learning at all; rather, it is simple levels of memory and recall that lack true understanding. The dance residency helped make 'abstract' ideas and concepts more 'concrete' for students and teachers."

FROM LISA ROLL, MOVEMENT SPECIALIST:

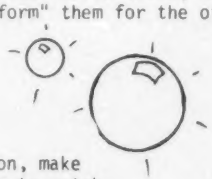


Words and Bodies "Rhyme"

Students pair off in two's for this experience. One says a word (i.e., cat), makes a shape and freezes. His/her partner must then say a rhyming word (i.e., rat) and make the same shape the partner is making. The shapes and words "rhyme". Then the roles are reversed.

Limericks Are Fun!

Limericks are interesting to work with because some lines rhyme and some do not. For instance, lines 1 and 2 rhyme; lines 3 and 4 rhyme; and line 5 rhymes with lines 1 and 2. Students work in groups of five. Read the limerick aloud. As you read the first rhyme word, the first person in each group makes and holds a shape. Continue reading. As you say the second rhyme word, it will rhyme, both word and body, with the first. As you continue, the third rhyme is different and the fourth must rhyme with it. The fifth person rhymes with the first as that line is read. Now you have a visual "picture" of the limerick. After a few tries, students like to create their own limericks and "perform" them for the other groups. Instant poetry!



The Bubble Dance

Using a magic wand in bubble solution, make bubbles for your students. Ask them to watch how the bubbles move and to think of words that describe the qualities of the bubbles. Note how the bubbles come to rest gently on the floor, how they pop, etc. Allow children to move like bubbles--gently, slowly, not touching each other. You will need to keep reminding them of the different qualities they observed and talked about.

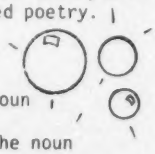
After the children have moved like bubbles, ask them to write a poem describing the bubbles. If you make it a poem by the entire group, you could start with the words they identified earlier.

Ask the students to draw pictures to represent the bubbles. Then put everything together by having students begin the bubble dance with some selected music. You read their poem aloud as they move to the music. Their picture is the background for the dance. You might enjoy adding some real bubbles for background also.

This same process could be used in discovering the qualities of any object that you are trying to teach. You only need to be sure you have an object with enough interesting qualities to keep their attention.

Perhaps your written poem might take the form of diamond-shaped poetry.

The formula is given below:



LINE 1: Noun
LINE 2: Two adjectives describing the noun
LINE 3: Three participles (ed, ing)
LINE 4: Four nouns, or a phrase about the noun
LINE 5: Three participles that begin to show a change in the subject
LINE 6: Two adjectives which continue the idea of change
LINE 7: Noun, the opposite of the subject (the noun in line 1)

Morning
Crackling, crisp
Glistening, gleaming, glaring
Sun that stings my eyes
Rushing, raging, tiring
Soothing, sleepy
Evening

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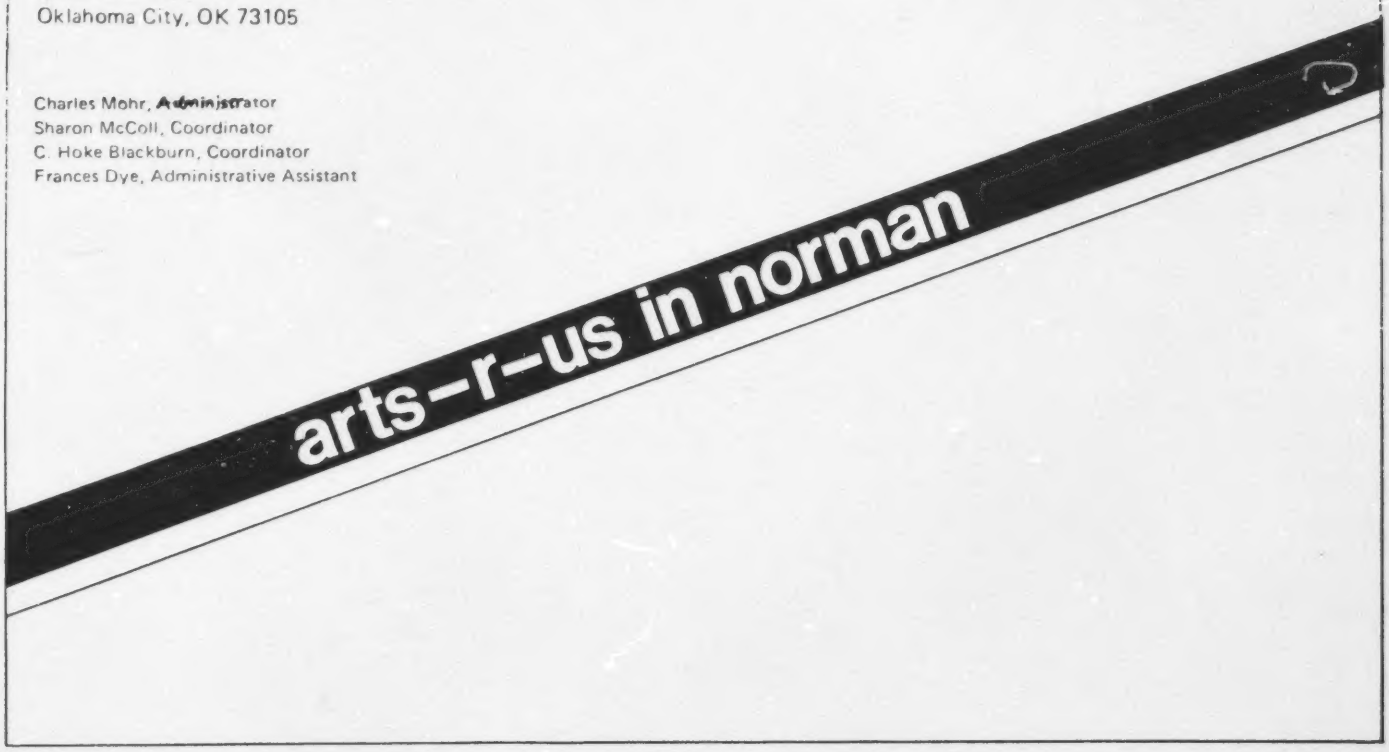


Oklahoma State Department of Education

Arts In Education

"A school is alive, its curriculum is a living animal. When the curriculum stops growing, becomes stagnant, the school dies. Art is a part of that ever-growing animal. Art feeds the school . . . benefits the teachers . . . nourishes the students.

For too long, the arts have been isolated from the common person, because of this there is no real appreciation fostered. Through the Arts in Education program, we are giving our students an opportunity to see the whole picture . . . become a real part of the arts, and build on that experience."

Dr. William Anderson
Superintendent
Norman Public Schools

A program begins its life by just being acknowledged, however, to continue to grow, it must have support of many people. In Norman, the Arts in Education (AIE) program is like a well-balanced meal that feeds and replenishes the energies of all those it touches. It is a comprehensive program, much like a smorgasbord of delectable arts experiences for all to enjoy. Many people partake in this feast . . . and the ingredients are very satisfying.

Existing curricula at both elementary and secondary levels reap the benefits of AIE because the program brings with it new and complementary arts experiences for students of all ages and teachers from all content areas. Another benefit of the program is a full time Arts Coordinator . . . a central resource person who works closely with the schools, the community, district and state level administration; keeping open the lines of communication while organizing and implementing different components of the program.

An Arts Planning Team (APT) is formed in each AIE school, bringing teachers from different areas together on a regular basis to share ideas, curriculum concepts, and to cooperatively plan for the future. There is also a District Arts Planning Team in Norman consisting of principals form AIE schools, APT chairpersons, the Arts Coordinator, and district level personnel.

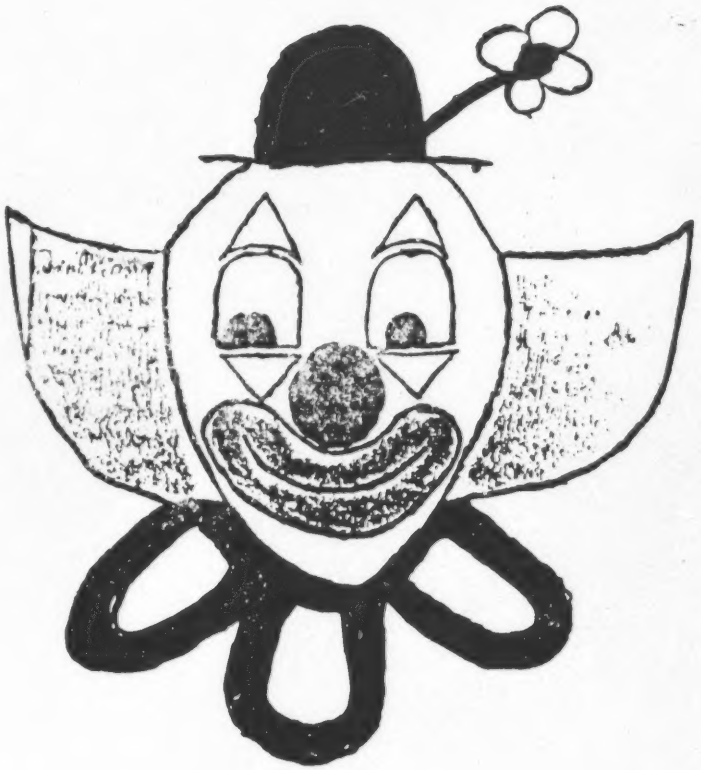
All these efforts result in a better understanding between teachers and administrators; a sharing of resources and expertise among school staff; and an interchange of talents and energies from community agencies and individuals. The most significant effect, however, is on the students. Teachers are learning to tap the creative talents of their students by teaching core concepts through the visual and performing arts; consequently levels of interest and motivation are high.

The arts are indeed a vital part of that "ever-growing animal" . . . the total curriculum. Kaleidoscopic in its breadth, such a curriculum offers a powerful dose of vitamines for the creative soul. The focus of this brochure is on the arts and the many ways they nourish these three schools:

EISENHOWER ELEMENTARY SCHOOL, K-5
LONGFELLOW MIDDLE SCHOOL, 6-7
ADAMS ELEMENTARY SCHOOL, K-5

UNDER THE BIG TOP

2



Close your eyes and imagine...

A school where hundreds of students are dressed as circus clowns. Their bright painted faces smiling or frowning with eyes that twinkle or sulk from a deliberate stroke of the grease paint. The walls and bulletin boards are adorned with ferocious lions and tigers; spangled ladies swinging high on a trapeze; acrobatic clowns teetering comicly; and glorious ringmasters commanding the show. Musical selections from Barnum and Bailey float merrily through the air as the morning announcements are made...

This scene is not from a Walt Disney fantasy, nor is it just a figment of your imagination... the description above is from a real school. It is a true happening, on a special day at LONGFELLOW MIDDLE SCHOOL. Of course, every day is not exactly like the one described... students aren't usually dressed as clowns... but music and bright colors are always abundant.

For the past several years, Longfellow has focused school-wide activities around a multi-disciplinary theme. Each semester, the faculty and students decide on a theme which can lend itself to all areas of the curriculum. A circus theme, "Under the Big Top" was one of the chosen themes for the 1981 school year.

The setting above took place during Spirit Week at Longfellow. A circus day was planned, complete with a visit from a professional clown. Students came to school in costumes and prizes were awarded to the most original. Concerts and productions with a circus theme were presented by various classes.

The circus theme involved much more than the festivities of Spirit Week. There was a contest for the design of the school yearbook and the student handbook. Students also used the circus theme to beautify the school by painting trash cans in a gala motif.

Perhaps the most interesting concentration of circus related activities took place in the classrooms. Language arts classes studied the etymology of words from the circus, such as clown, acrobat, trapeze. They worked with carney words learning about jargon and slang associated with the arena of the circus. Creative writing endeavors focused on the animals view point. One line story-starters were used to write about life under the big top. Mime artists and puppeteers visited the classes.

Students in math classes used their skills to figure angles and intersections necessary for a trapeze act. They designed the layout of a circus and built scale models. Problems were given that involved food quantities consumed, tent plans, cost of keeping animals, travel costs and measurements of arenas.

Social studies classes studied the history of the circus, its famous characters, the family structure of its workers, and the tools of the trade. Students reported on the training needed for a circus career; learned about the winter home of the circus; studied the countries of various performers; gathered information on "strange" and unusual acts.

Science students learned about animal trainability, care and treatment. They studied the balance of nature and the animal eco system. Using circus acts as superb examples, science teachers presented the studies of inertia and kinetic energy.

Art classes involved in face studies, focused on clown expressions. Speech students presented "Toby Tyler Joins the Circus", and played charades using circus themes. Vocal music and instrumental music classes presented selections from Barnum and Bailey. Physical Education students worked on gymnastics while learning about the physical training require of circus performers.

Because of these multi-disciplinary themes, the faculty at Longfellow pulls together in their teaching efforts. This creates an atmosphere of warmth and acceptance. Every student endeavor is accepted and appreciated; teacher resources and ideas are openly shared; innovative projects and faculty teamwork is completely supported by the administration.

ARTISTS CAPTURE EVERYONE'S ATTENTION

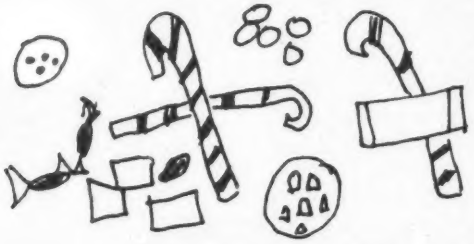
3

The first year for a school in the Arts in Education program is in a sense a potpourri of events. There are many visitors to the school – artists, community resource people, visiting teachers, administrators and parents. These visitors leave the school with many valuable teaching tools. They offer inspiration and open up new educational opportunities for teachers and students.

Most of the visitors to **ADAMS ELEMENTARY SCHOOL** have been artists. Every artist that has come to Adams has left behind a new beginning for an eager teacher..With every visit, a seed is planted. All areas and levels of the school are affected. Many activities brought to Adams by artists-in-residence have grown and developed into concrete curriculum enhancers. Teachers have opened their doors, minds and bodies to allow this new growth.

Having artists visit the school has truly unleash the imaginations of teachers, students, and administrators at Adams. The magical flute of Jim Zvant mesmerized and charmed the students; capturing their attention; tantilizing their creative imaginations. Storytellers, Shagnasty and Fritz sparked new ideas in the classroom by encouraging spontaneous reactions from the students. When Cimmaron Circuit Opera Company performed "Hansel and Gretel", teachers actually heard children singing their conversations with each other as they left the performance.

Prairie Dance Theater encouraged students to push their thoughts and ideas into movement and also enabled teachers to see the value of using movement to teach the basic concepts in math, science or language. A performance by handicapped students from Pauls Valley School for the Deaf left behind an experience in communication. Fourth grade classes were so impressed, they created their own sign language and began learning how to speak in authentic American sign language.



THE ARTS COORDINATOR . . .
A TEACHING RESOURCE

4

Having artists come to the school is just one aspect of being in the program. Another advantage is having an Arts Coordinator whose expertise helps make the transition of becoming an Arts in Education school a smooth one. Sue Heath, Arts Coordinator for Norman sees to the details of implementing the program with utmost efficiency . . . yet she also takes time to be a part of the workings of each school . . . and time to share her talents.

One afternoon at Adams Elementary School, Ms. Heath gave some of her time to conduct a workshop with fourth grade classes on creative thinking. She captured their attention as she began to explore the thought process by brainstorming about fictitious stiuations:

"What if your nose was where your big toe is now?"
"How would it be different if your eyes were in the back of your head . . . if your ears were on the tip of your elbow?"

With each exercise, the responses were more rapid and creative. Imaginative throughts seemed to flow effortlessly from the students. As their thinking skills expanded, Ms. Heath labeled their efforts as an exercise in "fluency". Continuing with the workshop, students made random markings and interpreted the drawings. With fluid imaginations, every child saw something different in the markings.

Even though they looked at things from a different perspective, they learned to accept the opinions of others.

So the students could understand more fully this idea of "fluency" or creative thinking, Ms. Heath asked . . .

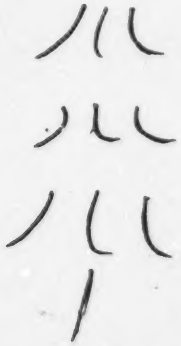
"What if you had no thumbs? Imagine what that would be like?" She taped the thumbs down on these energetic fourth grade students so they could actually experience this imaginary dilemma . . . an exercise they are not likely to forget.

How significant was the time Ms. Heath shared that day? The following letter is a lovely testimony . . .

Dear Ms. Heath,

I enjoyed your being here with my class very much, and also discovered that being fluent doesn't really take much talent at all. Anybody can be fluent,.. and its really fun experiencing with fluency!

I was curious and also amazed with your thinking pictures. Just a few marks could make my brain crowd up with ideas. Your pictures really pleased me, my mind would wander off in the world of imagination.



I imagined this design as a tree, a fish's fins, a dress with ruffles, + a rocket! (Weird, isn't it?)

Yours Truly,
Rita Tripathy

EISENHOWER – CONTINUING TO GROW

At EISENHOWER ELEMENTARY SCHOOL, the arts began as a seed... planted years ago when the Arts in Education program was first developed. In the years that have followed, this seedling has grown and matured into a healthy, thriving plant. With each new arts experience, a new branch or leaf blossoms and Eisenhower becomes stronger and more beautiful.

The school's atmosphere is charged with creative energy. The walls are adorned with children's artwork and creative writing; music begins each day and continues to filter through the air; teachers are always willing to share openly; and the administration emits and aire of openness, acceptance, and caring.

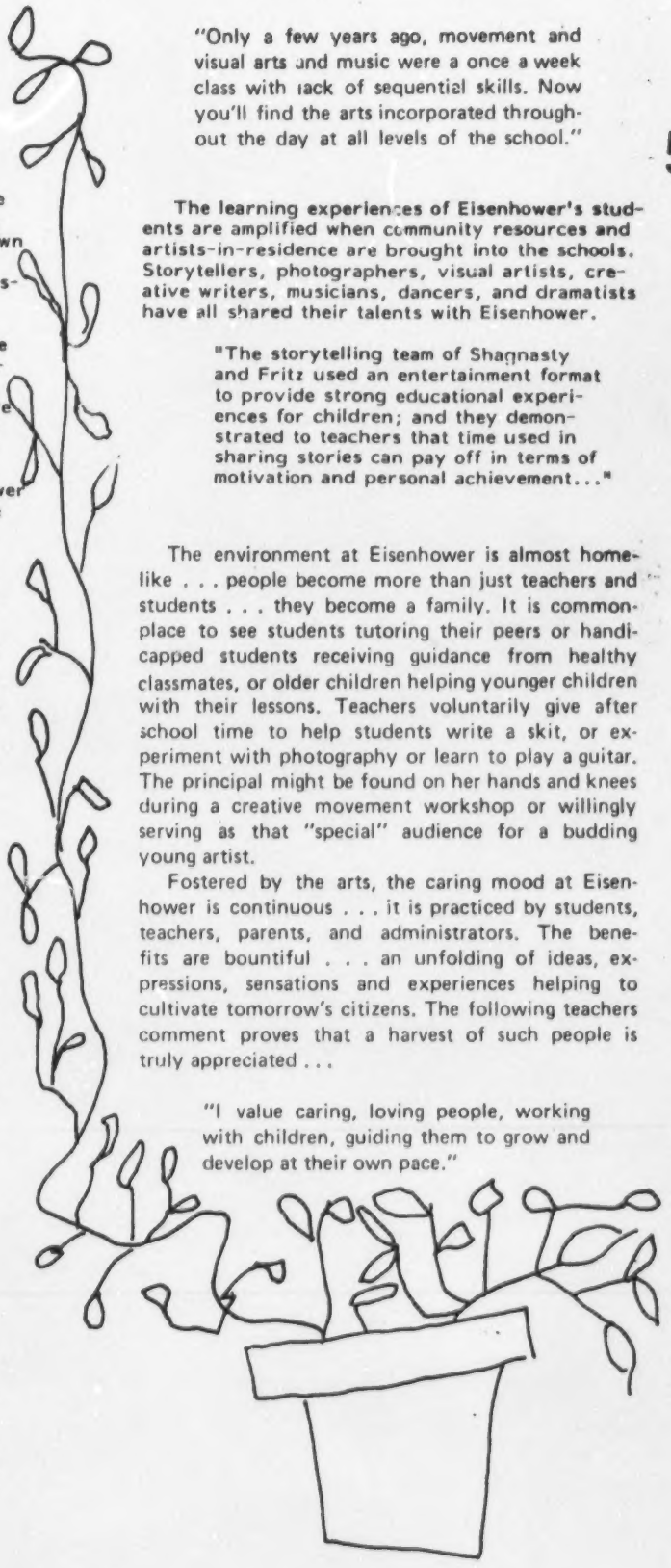
It is this caring atmosphere that makes Eisenhower different from many schools. The outgrowth of the arts has naturally created a unique setting where creativity flourishes. However, the constant support of the principal, Judi Ford, encourages this creative development and her own involvement fosters this caring atmosphere. Arts in Education, in itself, can make a school special . . . but when the attitude of the school's administrator is warm, sensitive and positive toward all aspects of education, then the arts can truly flourish. Parents, teachers, and children benefit from the artistic outgrowth.

> "Could we envision a year without artists in our building? The answer is unquestionable, no. We value the arts and have become comfortable with using the arts in our classes."

At Eisenhower, the arts are an intregal part of the learning process. It would not be unusual to walk into Eisenhower and observe kindergarteners preparing a meal, or math classes experimenting with creative movement, or language arts classes writing lyrics to music, or science classes using visual art to study the designs or patterns seen in microscopic slides.

> "By using the arts, I have many approaches to helping children learn. By involving their total bodies in dancing over the letter S or hopping over a pattern on the floor, the concept to be learned is seen, felt, and heard."

Not only are the arts used side by side with the curriculum, they are also taught as specific disciplines. Music classes include instruction in vocal and instrumental techniques, rhythm reading, notations, improvisations, conducting patterns and experiences in movement. Visual arts classes focus on color, design, line, shape, and use of media.



> "Only a few years ago, movement and visual arts and music were a once a week class with lack of sequential skills. Now you'll find the arts incorporated throughout the day at all levels of the school."

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The learning experiences of Eisenhower's students are amplified when community resources and artists-in-residence are brought into the schools. Storytellers, photographers, visual artists, creative writers, musicians, dancers, and dramatists have all shared their talents with Eisenhower.

> "The storytelling team of Shagnasty and Fritz used an entertainment format to provide strong educational experiences for children; and they demonstrated to teachers that time used in sharing stories can pay off in terms of motivation and personal achievement..."

The environment at Eisenhower is almost homelike . . . people become more than just teachers and students . . . they become a family. It is commonplace to see students tutoring their peers or handicapped students receiving guidance from healthy classmates, or older children helping younger children with their lessons. Teachers voluntarily give after school time to help students write a skit, or experiment with photography or learn to play a guitar. The principal might be found on her hands and knees during a creative movement workshop or willingly serving as that "special" audience for a budding young artist.

Fostered by the arts, the caring mood at Eisenhower is continuous . . . it is practiced by students, teachers, parents, and administrators. The benefits are bountiful . . . an unfolding of ideas, expressions, sensations and experiences helping to cultivate tomorrow's citizens. The following teachers comment proves that a harvest of such people is truly appreciated . . .

> "I value caring, loving people, working with children, guiding them to grow and develop at their own pace."

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"There is a fall-out effect when we treat the arts as basics and incorporate them into a school's comprehensive program. Teachers and administrators and students step out of their stereotypical images, talents emerge and people begin to develop their potential. All of this can happen because the arts set the tone; they create an environment that allows this growth to occur."

George Rowley, Superintendent
Edmond Public Schools

The Arts in Education program of the State Department of Education is one that intentionally incorporates the arts into the fabric of the school curriculum. It is a program promoting "all the arts for all the children".

The three components of the Arts in Education program are: (1) Arts Education - instruction by arts specialists in specific arts disciplines such as music, visual arts, drama, dance/movement or media, (2) Arts in Basic Education - expansion of the traditional arts experiences by integrating the arts into the curriculum, (3) Specialized Arts Education - arts experiences specifically designed to meet the needs of the exceptional child with special needs. In addition, the effective use of artists and community arts agencies is an important element in the implementation of all three components of the program.

A comprehensive arts program is composed of a balance of experiences found in these components. The beauty of a program like Arts in Education is that there is not a prescribed formula for providing such a balance. Because every school is unique in its needs and offerings, a balance must be decided by each individual school.

A comprehensive program such as this requires the magic combination of a sensitive and caring principal, a host of dedicated teachers willing to spend time for planning and sharing, a community responsive to the needs of the program, and district level administrators committed to the role the arts play in the total educational program. We find this combination of people in these three AIE schools in Edmond.

IDA FREEMAN ELEMENTARY, K-5
RUSSELL DOUGHERTY ELEMENTARY, K-5
SEQUOYAH MIDDLE SCHOOL, 6-7

2

A CELEBRATION OF THE ARTS – A SPRING FLING

Together, Ida Freeman, Russell Dougherty, and Sequoyah schools are conducting a festival of the arts. It is a Spring Fling – a day devoted to the celebration of the arts. A day for parents, patrons and officials to see how the arts are incorporated into these Arts in Education schools.

Although the festival is taking place simultaneously, the formula for each school's day is geared to the individual school. The talents and resources of the existing staff, the students and community, are put to their best use. Each school will create their own invitation from children's designs, and copies will be distributed to a list of dignitaries and patrons.

At Ida Freeman, Russell Dougherty, and Sequoyah there is a comprehensive arts program involving a balance of the AIE components. However, because each school is unique, the balance is not identical. This individuality is quite apparent when we look at the activities each school has planned for the SPRING FLING . . .

THE ARTS IN EVERY CLASSROOM

At RUSSELL DOUGHERTY the focus for the Spring Fling is on the arts in basic education. The patrons can see how the arts are incorporated into a normal day. Everyday classes, working in their units of study, are using the arts to enhance or expand the curriculum concept being taught. These arts experiences serve as basic tools for the aesthetic and perceptual development of all the students. Visitors to Russell Dougherty might see . . .

- kindergarten classes involved in movement activities and creative dramatics to teach group cooperation, discipline, self-expression and respect for individuality . . .
- first graders during a science unit, taking a nature walk and photographing their surroundings; using their skills to write about the things they see; developing photos to accompany their stories . . .
- second grade classes combining their efforts to build a 10 ft. dinosaur; exploring the animal life abundant during prehistoric times . . .
- third graders learning math concepts through music and movement; a unit on Colonial American coming to life through the experience of quilting or candlemaking; book reports taking on a special meaning as the students come to class dressed as their favorite characters . . .
- fourth graders listening to records and recording the lyrics then transcribing what they hear; learning key points in composition by color-coding parts of speech, then creating their own lyrics; developing an understanding of the "who, what, where, why and how" of writing, then using their talents to create and publish a school newspaper . . .
- fifth graders writing their own poetry and illustrating their writings through visual art; using these designs to create silkscreen prints that capture the feelings revealed in their poems . . .
- special education classes studying their environment through movement and dance; coming to understand and explore the many ways their bodies fit into the space around them; wearing cellophane glasses on an outdoor walk, so they can see the world from a different viewpoint . . .

Through these arts experiences the curriculum concepts are taught – vocabularies are enriched; experiences are broadened; discoveries are expanded; imaginations are emancipated.

WORKSHOP ATMOSPHERE . . . A CHANGE OF PACE

At IDA FREEMAN, the Spring Fling takes a different approach in offering a vast array of arts experiences in which the students can participate. The emphasis of the day is one of a workshop atmosphere. Teachers, parents, artists, even the principal, are sharing their talents and energies in a variety of mini-workshops. Students are allowed the freedom to choose four sessions to attend during the day. Some students will also be working with teachers and volunteers to conduct workshops.

4

Such an atmosphere lets the students experience more than one art form. Choices are made by students according to their individual interests, and different grade levels are intermingled to offer a change of pace for all. Ida Freeman's Spring Fling offers sessions on a myriad of art forms; every corner of the school comes alive

In the cafeteria, patrons can see . . .

- students involved in a creative movement workshop; playing games like, "Move with Broom", "Chinese Dinner", or "Hello-Goodbye" . . . each activity developed to help students deal with the concepts of space and movement as well as one's body image . . .
- children busying themselves by baking self-concept cookies; creating culinary self-portraits decorated as they see themselves; having their faces painted while they wait for their gourmet delights to depart from the oven . . .
- the principal teaching students to make tetra-flexatubes (a tube without end); showing them how to turn it inside out without breaking the sides; refreshing their memories on geometric figures . . .

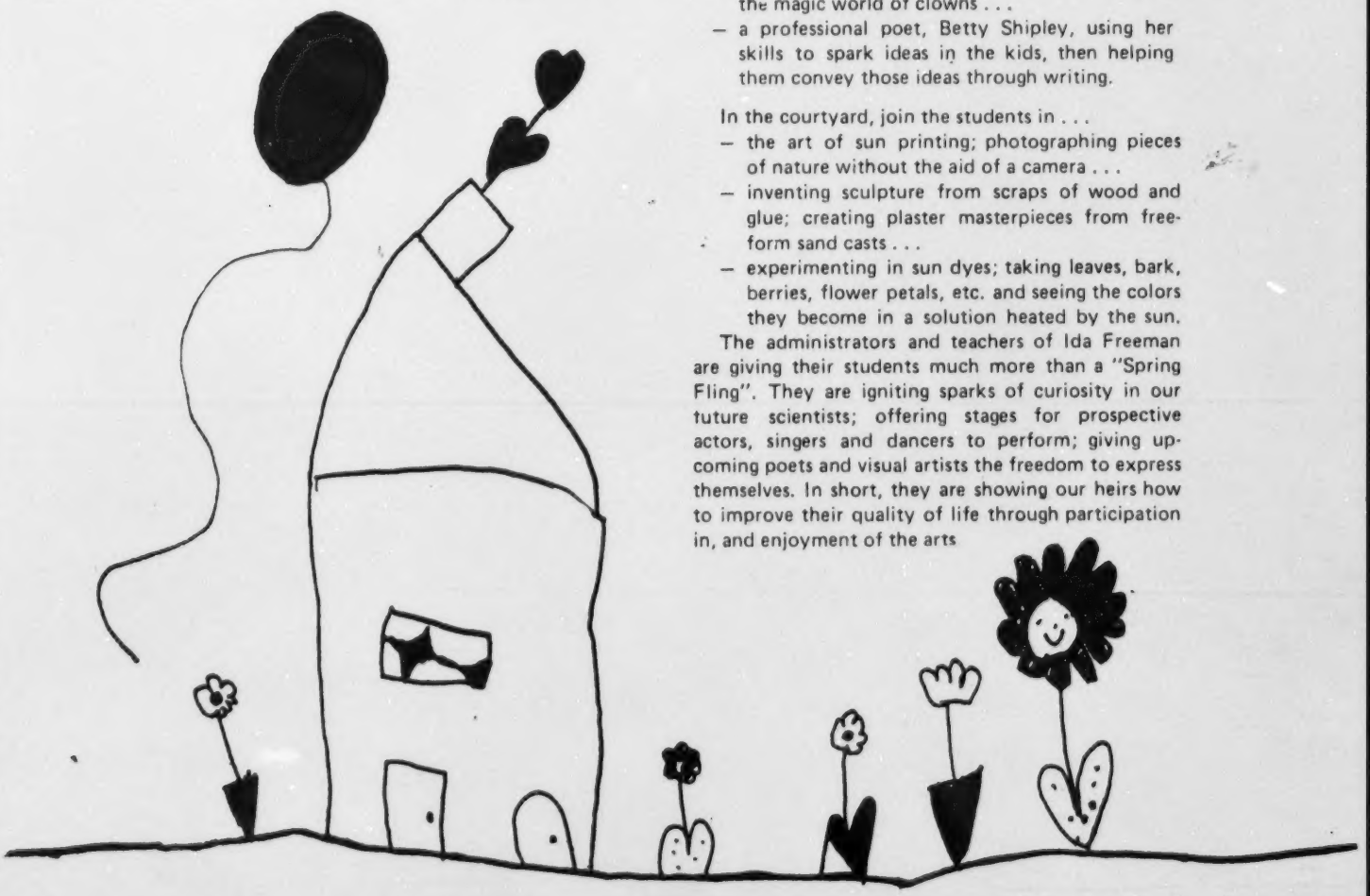
In the classroom, visitors can observe . . .

- kindergarten children creating a city with building blocks; participating in improvisational drama based on life in the "building block" city . . .
- students and teachers using their talents to create a quilt with fabric makers; using arts in education activities as the theme for their fabric drawings . . .
- a puppet factory at work – students experimenting with many materials to manufacture a line of "one-of-a-kind" creatures . . .
- a father sharing valuable information on how to make people laugh by revealing what lies behind the magic world of clowns . . .
- a professional poet, Betty Shipley, using her skills to spark ideas in the kids, then helping them convey those ideas through writing.

In the courtyard, join the students in . . .

- the art of sun printing; photographing pieces of nature without the aid of a camera . . .
- inventing sculpture from scraps of wood and glue; creating plaster masterpieces from free-form sand casts . . .
- experimenting in sun dyes; taking leaves, bark, berries, flower petals, etc. and seeing the colors they become in a solution heated by the sun.

The administrators and teachers of Ida Freeman are giving their students much more than a "Spring Fling". They are igniting sparks of curiosity in our future scientists; offering stages for prospective actors, singers and dancers to perform; giving upcoming poets and visual artists the freedom to express themselves. In short, they are showing our heirs how to improve their quality of life through participation in, and enjoyment of the arts



A CELEBRATION OF LEARNING THROUGH THE ARTS

At SEQUOYAH MIDDLE SCHOOL the festival takes still another direction. There will be arts experiences in the classrooms which correspond to the curriculum; workshops and demonstrations on specific art forms; and community resources sharing their talents with the students.

Sequoyah is a large school with a great deal of open space for school activities. Each main hall is equipped with a large "pit" area sunken into the floor. Sometimes classes meet in the pits to study, watch a video tape, perform a play, or brainstorm on a class project. During the Spring Fling, these pits will be in full operation. There is also open land around the school where outside activities are planned.

During the Spring Fling, the classrooms, halls, and grounds of Sequoyah will come alive with a flurry of activities. Visitors might easily become captivated by the bustling spirit of the day . . . as they see . . .

- senior citizens serving as "people encyclopedias" by sharing their talents in wood carving, tole painting, quilting, oil painting; taking the time to talk with young people about the many travels of their lifetimes; showing artifacts and souvenirs and answering questions; bringing additional meaning to their own lives while enriching the lives of these students . . .
- 7th graders filming biographical book reports; discovering the excitement and responsibilities that accompany operating a camera or performing before an audience; assuming the identity of historical characters through costume, and reporting in first-person manner on video tape . . .
- science students inside flexible tubes; dancing as one unit, breaking apart then dividing into smaller tubes; illustrating through music and movement, the wonder of mitosis . . .
- students becoming life-size as they wrap each other in aluminum foil; letting their bodies become the artist's media; having fun while practicing discipline and self-control as they pose very still and quiet for the alloted time . . .
- choral music classes filling the school with a nostalgic beat, as they present a program of songs from the 1950's . . .
- science students painting "body" shirts to illustrate the internal organs of the body, then proudly wearing their own creations; math students conducting an auction, or performing a magic show; social studies classes displaying their original travel folders; English classes presenting their own poetry or acting out an original play written by a classmate; physical education classes getting their exercise by giving country and western dance lessons in the gym . . .
- the school orchestra giving a concert in the front "pit", thus setting a "melodious" tone for the Spring Fling.

Sequoyah's festival is a day of relaxation and amusement; it is also a day for discoveries and affirmations . . . a day to celebrate the arts abundantly. This doesn't happen just once a year. Everyday at Sequoyah is a day when learning intermingles with amusement, and gaining knowledge becomes satisfying rather than tedious.

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THE ARTS . . .

TOUCHING THE TOTAL CHILD

At Ida Freeman, Russell Dougherty and Sequoyah, the Arts in Education program weaves a myriad of experiences into the learning process; it strengthens the threads of the total child, thus building a citizen that is less likely to unravel. At all three schools, the art forms become fibers, weaving in an out of the classrooms, through the halls and around the buildings. Every fiber touches the inhabitants of the schools making them a part of the total composition.

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Arts In Education

"It seems that one can hardly pick up a current newspaper or magazine without reading of decline in enrollment and problems with funding. These are very real problems . . . decisions are having to be made daily concerning which programs to drop or cut back. It's stay with the basics – cut out the frills. What is concerning me, is that some very "basic" programs are being classified as "frills".

I believe that we, as public school educators, are charged with educating the whole child. In doing so, we must not fail to develop creative ability nor can we fail to teach him/her an appreciation of the finer things of life. Because I feel this so strongly, it would be unthinkable to take the arts out of our schools.

The arts help to make all learning exciting and fun when they are a natural integrated part of a child's schooling. We cannot affort to classify as frills anything so basic!"

Ralph Downs, Superintendent
Putnam City Schools

Indeed the arts are basic! The scope of the arts is as broad as life itself. Through the arts children receive the skills, attitudes, processes, sensitivities, interests and appreciations which are needed to function in today's world.

In all the Putnam City Schools the arts are eagerly supported. As Mr. Down states in the above quote, it is unthinkable to deny the arts when educating the total child. Academic skills are essential, however, they are incomplete unless they are supported by the ability to create. The arts give new insights to other curriculum areas by reinforcing key concepts and ideas; they offer students a wide array of opportunities for individual discovery and first-hand experiences in creative work.

Four elementary schools in Putnam City are involved in the Arts in Education program through the State Department of Education. Music, drama, dance and visual arts have a fundamental place in these schools. There is a committment to the arts . . . teachers use the arts as tools when presenting a curriculum concept; artists come to the schools to share their talents with students and teachers; the school arts specialists teach specific arts skills on a regular basis; faculty members attend workshops on the arts to improve their teaching techniques.

For the schools in the Arts in Education program, the arts encompass many different aspects of education; they touch the lives of all the students, at all levels, regardless of ability or I.Q. The arts in these schools are not considered the "frills" but rather the foundation for a better education.

This brochure shares some of the happenings, philosophies, and activities which take place at the following Arts in Education Schools:

APOLLO ELEMENTARY SCHOOL, K-6
HILLDALE ELEMENTARY SCHOOL, K-6
WESTERN OAKS ELEMENTARY SCHOOL, K-6
WILEY POST ELEMENTARY SCHOOL, K-6

A CIRCLE OF SHARING . . .

How does the AIE program affect a school where there are existing Arts Specialists?

"Being a Specialist in an AiE school is certainly no threat!" says Susan Summers, music specialist and chairperson of the Arts Planning Team at **APPOLLO ELEMENTARY SCHOOL**. "It is really a benefit and a boost to our existing music and art programs. Because of AIE there is a new level of awareness at Apollo. As specialists we see the importance of letting the arts outside of our classroom to aesthetically touch our students and teachers. Likewise, classroom teachers see the need for using the arts as a learning tool, and parents see the positive effects of a school that integrates the arts into the total educational program."

Anna Ogburn, visual arts specialist at Apollo agrees with Miss Summers. "AIE has changed my role as an art teacher. In addition to teaching students in my room, I can use my skills in helping teachers to use art in their classrooms. We (Susan and I) try to schedule time with fellow teachers specifically for sharing ideas and planning arts activities which will correllate with curriculum units."

Because the arts specialists help the classroom teachers use the arts as learning tools, the students' appreciation of the arts is growing. Susan Summers has this to say:

"Through Arts in Education, the children at Apollo see the connection of the arts to their lives. Art and music have become more than something you do once a week. Now we are teaching children who are getting the arts in a regular classroom. They are coming to our classes with a greater appreciation of the arts . . . consequently more time is spent teaching them specific skills than in getting them to see the importance of music and art."

All the teachers at Apollo have a commitment to the program. Individual resources are being tapped; community resources are being gathered; deliberate sharing time is planned. Says Anna Ogburn, "At Apollo, there is a circle of sharing . . . a giving and taking of ideas. Everyone does a little to keep the circle going and growing. Because of AIE, the circle is stronger and broader."

Susan Summers and Anna Ogburn play an important part in setting the rhythm for this continuous circle of sharing. Their enthusiasm and energy help to join the administration, the faculty, the students and their parents in a common cause . . . one that humanistically encompasses the curriculum needs of the teachers, the educational needs of the children and the personal concerns of the parents.

ENVIRONMENTAL AWARENESS THROUGH MUSIC

Music Specialist, Kathlyn Renolds uses a great deal of visual art to enhance the study of music. Often times the students at **WILEY POST ELEMENTARY SCHOOL** make their own music through drawings.

"It is important to me to help these children become more aware of the music around them . . . the everyday sounds so many people take for granted. We draw sounds and make our music from those drawings . . . I help the children with the number of beats needed, or give them specific requirements for their compositions, but the sounds used come from the children."

Music becomes a language for some of the children. Those who are very shy and quiet might be afraid to express themselves verbally or may lack the necessary communication skills. "We create our own sounds with the Orff instruments, our hands and feet, our voices, and with any objects we can use." For some students, music is an easier way to communicate; the instruments speak for them."

Such a sensitive approach to teaching uncovers hidden talents of the students. Children face new learning experiences with open eyes and minds, core subjects take on more meaning and the aesthetic elements of life are appreciated more fully. With the environmental awareness of sounds comes a visual acuteness in finding the origin of the sounds . . . and a sincere sensitivity in performing an original composition. Mrs. Reynolds sums it up by saying: .

"Even if I only have the children for one hour, what we do will carry over into their other classes. When they are exposed to new resource people, perhaps they are able to hear that distant drummer . . . visualize the picture a sound makes . . . see a color of a bell ringing . . . hear a symphony in the rush hour traffic . . . or appreciate the quietness of a caterpiller."

ARTISTS-IN-RESIDENCE . . .
A TOUCH OF MAGIC

Having an artist come to the school is like using a magic wand . . . the teachers are in awe, the students mesmerized. There is an enchantment to the entire school, and when that magic wand touches a child's life . . . the results are wondrous.

Poet, Betty Shipley is indeed a unique individual. She has a quick wit and an acceptance for children that is apparent during her residencies. Because she is such a positive person, the experience of having her come to a school seems to result in a contagious enthusiasm. During her residency at Hilldale Elementary she touched the world of a troubled young man. At **WESTERN OAKS ELEMENTARY** school, Mrs. Shipley made quite an impression on both the teachers and students. Below are some comments from teachers at Western Oaks . . .

"Betty Shipley is attuned to her feelings, and accepts unquestionably what children say." "She is unorthodox, but appropriate and very effective."

"There was a snowball effect having Betty Shipley here – first I couldn't see any progress – then all of a sudden everywhere I looked children were writing poetry!"

"She told my kids, 'If you can't think of anything interesting . . . lie!' That really got their imaginations going."

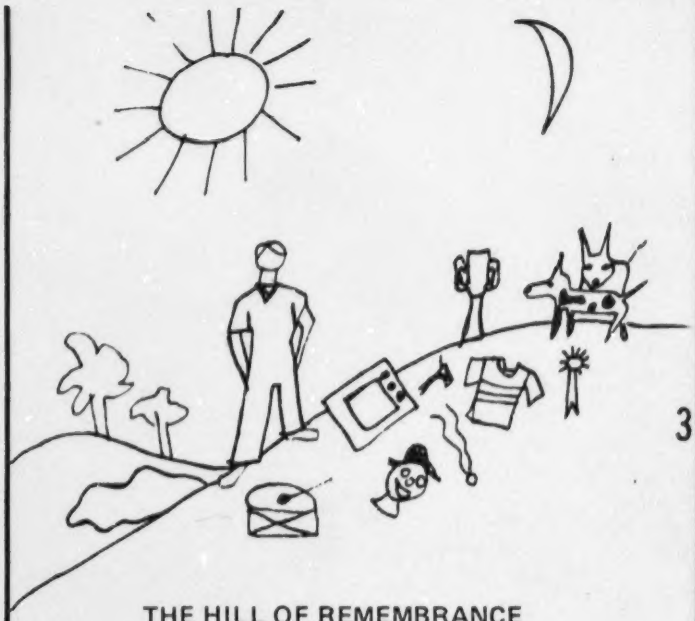
Betty Shipley is a creative artist with the gifts of great imagination and fluent expression. She has a special sensitivity that reaches out and envelops those around her. After every residency, she leaves the school an anthology of the children's work.

Some of the work accepted for the book is by gifted students, some by slow learners, some from troubled children, some from well-adjusted – but all the poetry is special, unique, and personal. Western Oaks' poetry book is entitled Stormcake, and here are some selections:

POETRY

Passage into feelings which goes
Over mountains of sad, happy madness that
Enters into gates of heartfelt and joyful
Thoughts of love,
Rivers flowing into and out of
Yon passages of the mind.

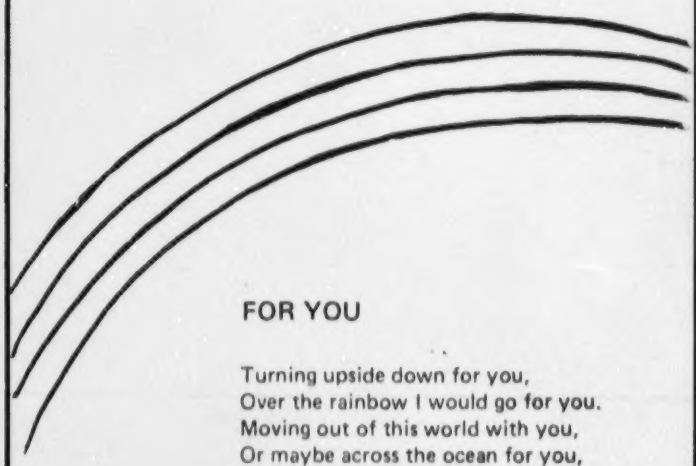
Brian Winkeler, 10



THE HILL OF REMEMBRANCE

How I got here it'll never be told.
Hey, look there, it 's my dog of old!
Look it's my shirt and my metal too.
Look it's my tv; I knew it'd come through.
Look it's my dresser and my bike, Oh, Yay,
There is Freya, the dog that ran away.
Look it's my clown lamp that always helped out.
Look it's the pond that hated a drought.
Look, there's my grandpa's brother.
Look it's my St. Christopher that came from my mother
There is my watergun with water. It's full.
There is my drum that quickly went dull.
I'm finally at the bottom; now I know why.
I came here to say, "Hello" and "Goodbye."

Jimmy Cordy, 11



FOR YOU

Turning upside down for you,
Over the rainbow I would go for you.
Moving out of this world with you,
Or maybe across the ocean for you,
Riding on a flying horse for you,
Reducing time for you.
On my wall, without doubt,
I will hang for you,
I love you.

Robin Hart, 10

THE ARTS MAKE THE DIFFERENCE

Even at the early age of five it is easy to see the impact of AIE. There is a difference between children who start their schooling in an Arts in Education school and those who do not. Ms. Shofner, a kindergarten teacher shares her feelings.

"Last year, I taught kindergarten at **WESTERN OAKS ELEMENTARY** school. It was my first year teaching in an Arts in Education school. This year I am teaching at Wiley Post. In an AIE school, children are more creative, uninhibited and excited about learning. I'm sure it is because they are exposed to so many artists and visitors. Because the arts touch my students at an early age, there is a difference in the future of their education." Ms. Shofner reiterates by sharing the following story . . .

When Lisa started kindergarten at Western Oaks, she was extremely withdrawn. She played by herself and was consistently hesitant to join the other children in play or work. One day, artist-in-residence, Jim Zvanut came to her class to work with the children in creative dramatics. Lisa remained aloof.

Mr. Zvanut asked the children to use their imaginations . . . to pretend that different objects were able to talk to them or ask them to do things. He got the children involved by using a ruler. He would listen very carefully to the ruler and let the ruler tell him what to do. Through his imagination and the childrens' imaginations the ruler became a horn, a person, an animal, a flower. Soon the children began using the ruler by themselves – even Lisa. They listened and obeyed. For some, the ruler became a shoe they wore around the room; for others, the ruler became a fairy princess that granted them their wishes . . . for Lisa it became a playmate.

Weeks after Jim Zvanut's residency, Ms. Shofner would see Lisa alone in the corner playing with this ruler. She would talk to it and pretend it was talking back. She began verbalizing with ease and pretending with great imagination. The other children could see the good time she was having and they began to join her in the corner.

It wasn't long before Lisa quit talking exclusively to the ruler and began talking and playing with other children. According to Ms. Shofner, Lisa soon became a vital part of the class. She received a valuable dose of self esteem during her first year in school. Because of the arts, it is doubtful that Lisa will ever withdraw again.

. . . A WAY OF TEACHING

Artists-in-residence, community resources and school arts specialists are only a part of the Arts in Education program. A vital component of the program is using arts in basic education. By using the arts as motivational or explorational tool, a teacher can provide new ways to increase the learning process. Students experience success through the arts . . . self confidence and independence grows. With the arts and there is no room for failure.

Becky Gum, classroom teacher from **WILEY POST ELEMENTARY** recognizes the potential for using the arts as learning devices in teaching basic curriculum. Her personal philosophy regarding the arts in basic education is below.

"Arts in basic education is not 'one more thing to teach', it is a way of teaching. As the arts employ the active involvement of the child emotionally, socially, physically, and intellectually, their use creates an environment that is in harmony with the natural learning style of children. Such an environment sharpens children's problem solving skills and ability to consider alternatives or make decisions; it encourages release of feelings, spontaneity of ideas and creative expression."

"In classroom practice, the Arts in Education program is quite motivational. Children are eager to explore and share original ideas when the pressure to produce "the correct answer" is eliminated. When problems are posed such as –

"Explore and demonstrate, through dance or movement, how you would move as a molecule in a solid, liquid or gas."

or

"Listen to the music and determine the mood or feeling the music is communicating."

– then all responses are valid and all children experience success. Teachers do not have to "work" the arts into their lessons . . . they need only recognize the potential and connections which already exist when using the arts."

THE ARTS OPEN DOORS . . .

The arts are an attention-getter . . . they make the curriculum exciting. They provide for the student many methods and techniques for being in touch with themselves. The arts offer a multitude of avenues where children can express their thoughts, and feelings, thereby building self-confidence and poise.

At **HILLDALE ELEMENTARY** . . . the teachers strive to bring new experiences to their students. Creative thinking is stressed at all levels.

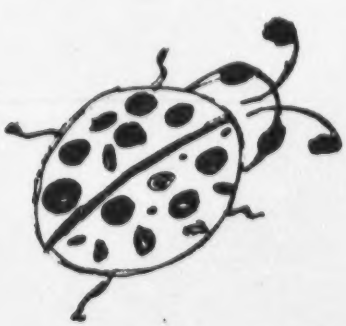
The teachers at Hilldale feel that having artists come to their school helps expose the students to many new experiences. Visual literacy, mental imagery, self esteem and creative thinking are all increased by opening the doors for these students.

Mrs. Deiken, a 3rd grade teacher has this to share, "I don't feel that any of my time has been wasted, every minute spent on the arts has been worthwhile. AIE has brought something special to my students that I couldn't have given them. It reaches each child somehow, someplace at sometime."

When poet, Betty Shipley, came to Hilldale, Mrs. Deikens saw her reach one child in a special way. This young man was academically limited, but very creative. There had been repeated discipline problems and Mrs. Deikens was worried about the kind of co-operation the poet would receive from this young man.

Mrs. Shipley soon occupied his time by asking him to carefully observe a small bug that was crawling on the floor. He took the bug into the hall and carefully protected it from his classmates' scurring feet. He wrote with sincere sensitivity about the bug with observations that were detailed and complete. Mrs. Shipley gave him something very concrete to observe and explore . . . and for that day he was captivated and totally involved.

"I saw cooperation emerge where chaos had previously prevailed," says Mrs. Deikens. "I won't say this new attitude was always exhibited, but this experience did give me the knowledge to see this child could be touched by teaching him creatively."



arts-r-us staff

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C. Hoke Blackburn, *Writer & Graphic Design*
David Smith, *Printing*

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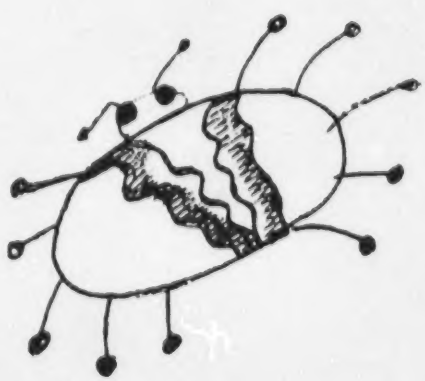

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Arts In Education

"There are those who hold the view that education is serious, but art is play, and somehow, play is wrong, so therefore art should be eliminated. We must help these people understand that good art instruction not only increases a student's interest in school, but provides them with rich learning experiences not otherwise possible."

Thomas W. Payzant, Superintendent
Oklahoma City Public Schools

In the Oklahoma City school district, there are five demonstration and satellite schools identified as Arts in Education schools with the State Department of Education. Some of the schools have been participants in the program since its inception; others have just recently been identified. However, each Arts in Education school in Oklahoma City values the arts and sees the importance of the program. This commitment to the arts is due in part to the level of district support the following schools receive:

CENTRAL INNOVATIVE HIGH SCHOOL, 9-12
KAISER ELEMENTARY SCHOOL, K-5
MONROE ELEMENTARY SCHOOL, K-5
QUAIL CREEK ELEMENTARY SCHOOL, K-5
SUNSET ELEMENTARY SCHOOL, K-5

At the request of the school district, Dr. Charlotte Harrison, Comprehensive Arts in Education Coordinator for the Oklahoma City Public Schools, initiated an elementary comprehensive arts program. Upon clarifying the district's commitment to the program, she set the plans in motion for drama, music, dance and visual arts to be woven into the existing system. The idea was to have a cadre of qualified people moving through the schools to introduce the students to a vast array of the arts. The goal was to develop a model that could be expanded system-wide.

She began looking at arts programs in Oklahoma and throughout the nation, examining the available monies and listening to public responses regarding the arts. "It became apparent soon, that the best marriage for the Oklahoma City district was with the State Department of Education. If the SDE felt the arts were important, then the arts must be important for our district."

A PHILOSOPHY

Dr. Harrison makes this case for incorporating the arts into the fabric of education. "The universities of this state determine professions in the arts as avenues for lifetime employment. If the university level gives credibility to teaching these subjects . . . if they develop a school of art, dance, drama and music, along with a school of petroleum engineering . . . it tells me that the arts have a great deal of importance. Our students can go on to college and get a degree in these subjects. They can make a living in these fields. We must, therefore, open these avenues to our students."

DISTRICTS NEED TO MAKE A COMMITMENT

Dr. Harrison continues, "Working with the Arts in Education program allows us to be a full-time participant in a model program and provides us with financial and technical assistance. We have the advantage of seeing, first hand, which elements of the program work best and we incorporate them into our system."

"As in any innovative program, the AIE program doesn't have all the answers. It is a program that is expanding, growing and refocusing. Because of this, it can and should be replicated in the district. We have five schools identified in the AIE program. As a result of these models, eight other schools in our district are using the state model. This is the beginning!"

2

"The impact of the program has reached from the top level administration to the teachers and on to the children. Across the board, the district is very aware of the arts. Many changes have had to be made to benefit the students. We have demonstrated to the district that AIE is a feasible, reasonable, realistic change. It is our work with the community and the State Department of Education that has helped effect this change. I would like to see more districts make a commitment to the arts!"

WHY?

The business of education is dedicated to providing schools that address the needs of the total child. After all, we teach so children can have a variety of experiences that will apply to their adult life. The arts must be an important part of that total experience. Why? Dr. Harrison states this reason, "Because the arts are valuable . . . they reflect our culture. No one is digging up rules, regulations or memorandums. They are digging up old art works, music, poetry, sculpture and paintings. If we value our culture and past cultures, then we need to realize that teaching the arts is important . . . people who do the arts are important!"

Charlotte Harrison, Oklahoma City Public Schools

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A SENSE OF ADVENTURE

Media Specialist, Claudine Cole, believes in KAISER ELEMENTARY SCHOOL. She does all she can to enhance the education of the students. Working closely with the faculty at Kaiser, she is able to keep close tabs on unit studies and help teachers coordinate their efforts to best serve the children. She uses her expertise as a media specialist to find films, books, music, costumes, paintings. . .to aid the teachers in their lesson plans.

Mrs. Cole believes, "Adventure makes classroom work more meaningful. Through art, literature, music, drama and dance, you can add new horizons to education. If we give children a sense of adventure, then learning comes easily."

"AIE HAS CHANGED MY WAY OF TEACHING . . "

Third grade teacher, Betty Dunbar, has taught for 26 years. Last year was her first year in Arts in Education School. "AIE has really changed my way of teaching. It has helped me to get out of a rut and into a new kind of teaching . . . one that is definitely more exciting and rewarding. I've seen my classes grow together, socially, emotionally, creatively. There is a new sense of cooperation; children are eager to help each other in group efforts as well as respect each other's space when involved in an individual effort. This, I think, has been accomplished in part, because there have been poets, musicians, dancers and dramatists at Kaiser, serving as role models and touching the lives of all these kids."

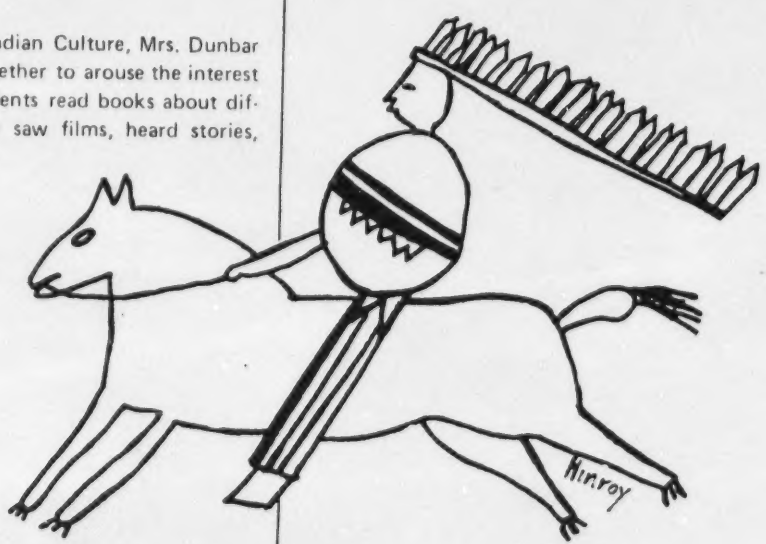
COOPERATION . . . SHARING ACTIVITIES BUILDING SELF ESTEEM

During a unit on Indian Culture, Mrs. Dunbar and Mrs. Cole worked together to arouse the interest of the students. The students read books about different Indian tribes; they saw films, heard stories, studied the customs and beliefs of many tribes. To culminate the unit, the class decided to build a teepee for the school. The idea was to use the completed Indian dwelling place for quiet individual reading time, or make-believe play time. Each student researched and designed an Indian symbol for the covering of the teepee.

When the activity was under way, there were some construction difficulties! Keeping the poles of the teepee in an upright position was not as easy as it looked. While the teachers were pondering the situation, a little boy quietly began his architectual plan for the Indian dwelling. Up until that time, he had shown little enthusiasm for the activity. But now he was working deligently to solve the problem that had been posed. He shared his solution with the teachers; he showed them his plan for building a base to secure the frame of the teepee. The teachers listened and responded by using his plan of action.

At that moment, a little boy found his personal importance. "He came to school with a chip on his shoulder," said Mrs. Dunbar. "He was unhappy and even hateful. But when we accepted his idea, he felt so good, so important. . .you could see his self-esteem increase. It was really a turn-around. He shared his accomplishment with his friends and with other teachers. He even brought the counselor in to see his drawing. The look on his face was indescribable!"

We know this little boy will continue having positive experiences, and receiving this much needed approval, because of teachers like Betty Dunbar and Claudine Cole, and . . . because of the ARTS.



A UNIQUE SETTING

What do you do with a bright student, a talented student who has difficulty functioning in a structured, traditional environment?

"CENTRAL INNOVATIVE HIGH SCHOOL is an alternative school designed for self-directed, self-motivated students who need more freedom to complete their educational growth," says Elton Matthews, Principal. "The students that elect to attend Central Innovative make an obligation in doing so. They must fulfill this obligation or lose the priviledge of attending. Our school functions on freedom and trust. After a student is given an assignment, he/she has the choice to study individually, in a group, on campus or off campus."

Central Innovative is indeed a unique school. There is an art gallery on an upper floor which serves to enrich the students exposure to the arts. A professional theatre group, Black Inc., is housed in the school facility; they work daily with drama students sharing their expertise in building stage settings, adjusting lighting, making costumes and improving drama techniques.

In addition, Central Innovative serves as a district resource for other high schools in Oklahoma City. A series of arts related workshops have been developed which will provide in-service training for faculty members from other highschools. The workshops will feature experiences in creative writing, silkscreen printing, and photography. Students from other high schools will be invited on a limited basis and allowed to attend at their home school's discretion. Teachers and students from Central Innovative will be involved in all the workshops.

MOTIVATION AND DEDICATION

As in any school there are always students that are discontented, or lack enthusiasm . . . Central Innovative is no exception. Art teacher, Pat Weatherill talks about the effect of the Arts in Education program. "I've seen the kid's interest level soar. My students are more involved than ever before. I think that the AIE program can take credit for this change. Bringing new artists into our school really excites the students, and these artists are serving as tremendous role models for our kids."

"Paul Sweeney, a potter, just completed a residency at our school. He worked with my students teaching them new techniques in pottery. Since that time, a group of my students have become very dedicated to their work with clay. They spend long hours in the pottery lab and pay close attention to caring for the supplies. They have a new found respect for the dedication and discipline that is required of an artist. This understanding had not been exhibited by my students until they were exposed to an artist-in-residence. And we would not have had the opportunity to bring this artist to our school if we hadn't been in the Arts in Education program."

A NEW IDENTITY . . .

As the chairperson for the Arts Planning Team at Central Innovative, Ms. Weatherill is involved in creating a new identity for the school. "There is a small student population at our school and a small number of teachers. However, this makes us unique. All of our teachers are certified in more than one area and we work together to enrich each other's program. We have been integrating the arts into the basics through interdisciplinary teaching long before we knew what to call it. So, in addition to improving everyone's attitude, becoming an Arts in Education school has given us a new identity."

Photo by Mike Muller, senior Central Innovative High

Mural at Quail Creek Elementary

ENVIRONMENTAL AWARENESS

The atmosphere of a school ideally needs to be one in which there is a learning climate and environment that will nurture and facilitate the development of its students. This is best accomplished when the arts are utilized.

The faculty, students and parents of QUAIL CREEK ELEMENTARY SCHOOL have completed a school-wide endeavor to enhance the environmental quality of their school.

Principal, Bill Parker, talks about his school and the events that created a need for change. "I didn't know much about the arts. Two years ago, we began our involvement by using mothers to help our students with art activities. The interest grew, so we became involved with the Artist-in-Residence program. We were fortunate in having Diane Jones, a fiber artist for one of our residencies. She is a great artist with great instincts. During her residence, I started noticing that lives were being changed. I noticed some of the L.D. students were meeting with success in fiber arts. As they began to gain confidency in the arts; this confidence went into the academic areas also."

"The arts were a motivation for the students and the teachers. It was inevitable that this excitement would touch our environment. Murals and graphics were planned and implemented."

A CHANGE OF ATMOSPHERE . . . AN ENERGIZING PROJECT

Quail Creek's first environmental change was to brighten the walls of the central offices with colorful graphics. This was so well received, the project was expanded to include the entire school. Mr. Parker continues:

"Our central mural focuses on the theme of quail. Our students studied the characteristics and natural habitats of quail. In conjunction with their studies, they made drawings of quail in their natural environment. With the help of our artist-in-residence and many parents, the children's drawings were enlarged and transfered to the wall in our central entry. The project grew to include more subject areas. We even cared for quail eggs and nurtured them until they hatched and were old enough to release. After the mural was finished, and the quail raised, we took 65 young quail to a farm and turned them loose."

MORE CHANGES AHEAD . . .

Quail Creek Elementary School is very new to the Arts in Education program. They have just recently been identified as a satellite school in the elementary network of AIE. However, the atmosphere at Quail Creek is one of eagerness and openness regarding the arts. "We are just beginning," says Bill Parker. "Working with the Arts in Education program is a priviledge we are looking forward to sharing. We have already initiated changes in our environment. There are more changes ahead. Now that we are a part of the AIE network, I would like to see us incorporate more arts experiences into the basic curriculum."

THE ARTS PRESERVE THE QUALITY OF OUR ENVIRONMENT

Our environment is what we make it. And how we shape it depends upon how we perceive it. We can learn to see our environment more clearly through the arts. It is the arts that will help us sense its color, song and dance; it is the arts that preserve the quality and life of our environment. Quail Creek Elementary School has created a climate for its occupants that sings and dances through a colorful, visual symphony.

THE NEED TO COMMUNICATE . . .

A hearing impaired child experiences one of the most difficult handicaps there is . . . the inability to hear what goes on around him/her and the subsequent inability to speak as others speak or to be understood with ease.

Improving communication skills for the hearing impaired child involves more than the use of sign language. Often times, a teacher must be an actress, a dancer, a musician, and a visual artist. At MONROE ELEMENTARY SCHOOL, the hearing impaired teachers are indeed all of the above. Kay Kilbourne, Pauline Asbury, Becky Stewart, and teacher's aid, Jeri Harper work together to give their students the gift of better communication skills.

A hearing impaired child in in every way as expressive, creative and active as a child that can hear. Through writing and signing, a teacher learns about her students. Through stories and drawings a caring teacher learns about the child's world outside and inside of school. Each day there are places, people, objects, sights, sounds, smells, and colors that greet a child. Every child needs to be able to teel people what they see or feel or smell.

"My kids know sign language, which enables them to speak to one another and to their parents. But there are some deaf children whose parents do not know sign language," says Becky Stewart. "Most of the people my students come in contact with each day do not know how to communicate with them."

Pauline Asbury shares her thoughts, "I see my task as a teacher as one that gives my students the skills they need to be understood. There is nothing as frustrating as knowing what you want to say but being unable to get your message across, or being told something and not understanding the message you are suppose to receive."

VISUAL ART . . .
A NEW WAY TO COMMUNICATE

The hearing impaired teachers have been exploring the means of visual art to aid their student's communication skills. Jeri Harper, a certified art teacher, is currently working as a teacher's aid at Monroe. She has been working with the hearing impaired classes to improve their visual awareness and also to give them some substantial skills in visual art.

"I turned my class over to Jeri," says Mrs. Asbury, "she had the entire morning to work with the kids. This was extremely hard for me because I wanted to step in or interpret many times. But I refrained! I am glad I did, the results were really worth it."

The visual art lesson began with the focus on a still life. The students watched Mrs. Harper draw the scene, then she removed the drawing. The class began to draw. The objective was to have the class look at the setting, record what they saw, think about it, draw some more.

"It was a lesson in dealing with frustration also," says Mrs. Harper. "They were instructed to keep going, no matter what! I would take pencils out of their hands and replace them with pieces of charcoal, but the rhythm of their drawings were really never interrupted. They learned to control the media, to get it to say what they wanted it to say."

The focus switched from the still life to something personal. Each child took off one of their shoes. Now they were looking at an object that they could relate to in an individual manner. The teacher drew her shoe, then put her drawing away. The kids began their drawings. It was apparent the class was now paying close attnetion to what they saw. They were looking, thinking about the entire scene . . . their drawings captured this thought process.

"When I saw the drawings my class had completed, I was thrilled! Each drawing said something special, something truly individual. My students were saying something through their drawings they couldn't communicate in any other way."

From the beginning of time, the vital expression of man has been art. Before math or language, before written history, there were drawings. Art will always be a beautiful way to communicate. Mrs. Harper sums it up by saying, "I didn't do anything special with these students . . . I simply gave them another tool to say what they wanted to say."

FROM THE PARENT'S POINT OF VIEW . . .

SUNSET ELEMENTARY SCHOOL is a small neighborhood school with a small faculty and student population. But the parental support at Sunset is anything but small!! At almost anytime, there are parents offering their services to the teachers and children at Sunset. They are a supportive group involved in reading and math programs, computer science, committee work and fund raising. And because Sunset is an Arts in Education school, the parents are equally interested in the quality of arts experiences their children receive. Faculty and parents have worked together to plan a comprehensive arts program for their school. Whenever there is a performance or workshop involving the arts, parents are always present.

THE ARTS . . .
A LIFE-LONG REFERENCE POINT . . .

Julia Hunt has one child at Sunset . . . "When I come to the school to observe an artist working with the kids, I am always amazed. Many children aren't fortunate enough to have much exposure to the arts. My experience in watching these children tell me that even though a child is not familiar with mime or music or printmaking, the impact of the art form is forever present. Their responses are beautiful . . . the experience is immeasurable . . . the effect is immediate . . . all you have to do is look at the faces of the kids."

Mrs. Hunt continues, "Seeing or participating in an arts experience can become a life-long reference point. My daughter talks about her experiences often. Many months after a particular artist has visited the school, she might see an act on television or an article in a magazine that will remind her of something she has experienced at school. Because she has the opportunity to see the arts at school, she can identify with things she sees around her. This exposure to the arts allows my child to make choices based on her personal experiences, . . . I like that!"

. . . KIDS GET IN TOUCH WITH THEIR FEELINGS

"As a parent, I am very excited about the program and all of its aspects," says Pam Tison, mother of two students at Sunset. "Because we are in an Arts in Education school, my children have more things to get involved in. This helps them really enjoy school. That is something every parent wants for their children . . . but more than this, I think the exposure to the arts will help my kids get in touch with their feelings."

"Children need to learn to deal with their feelings, and be able to express themselves accordingly. They have the rest of their lives to express to others their thoughts, emotions and actions. At Sunset, my children will benefit from the exposure to creative writing, drama, visual arts . . . their talents will be enhanced through such a curriculum."

The endorsements for including the arts in the overall school curriculum are shared by many parents. An emphasis on talent as well as academic aptitude gives education a more humanistic direction. After all, the most academically gifted children in the world are at a great disadvantage if they don't know how to creatively share the knowledge that they hold. For many, this creativity comes from exposure and participation in the ARTS.

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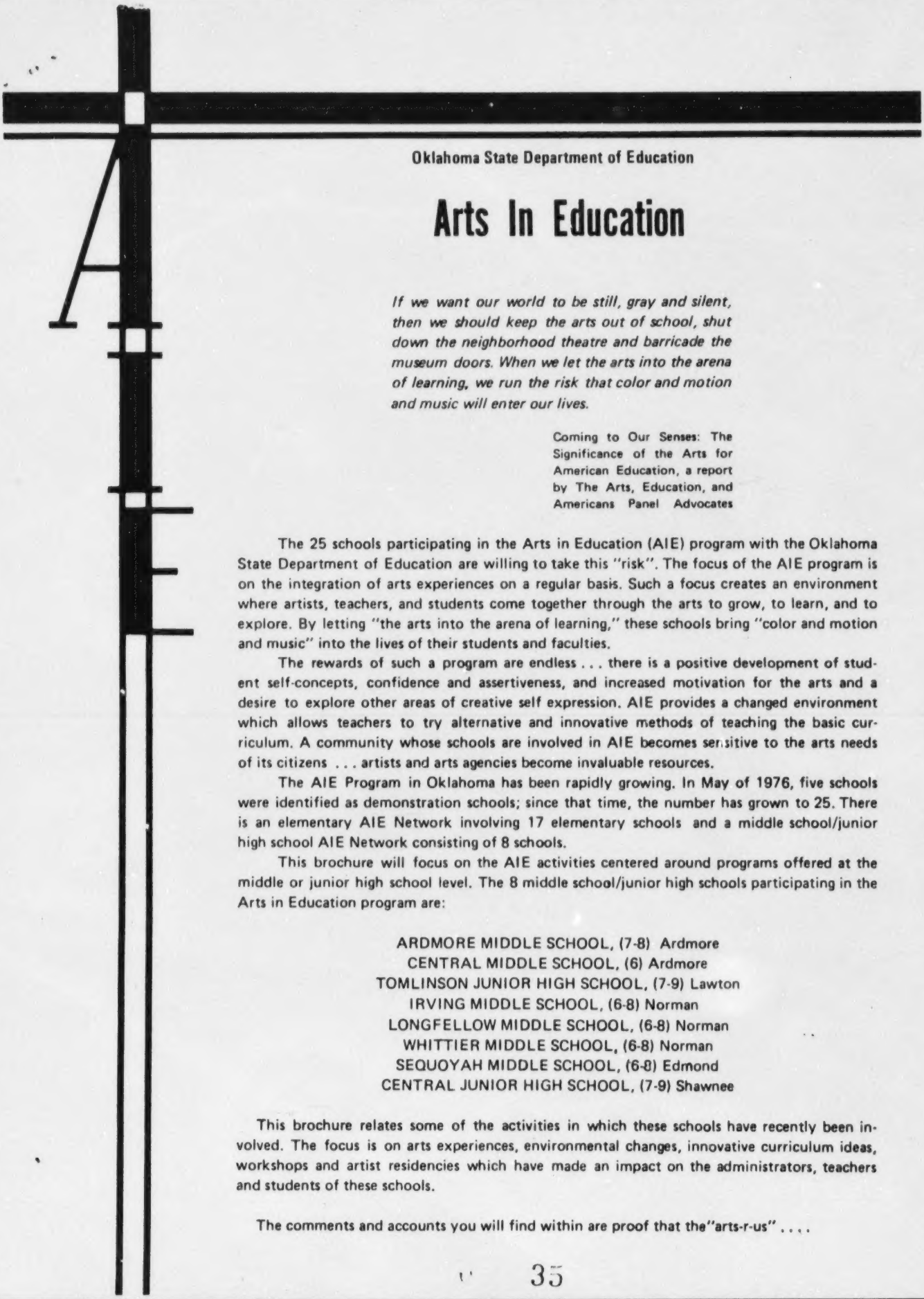
arts-r-us in middle/jr. high schools



Oklahoma State Department of Education

Arts In Education

If we want our world to be still, gray and silent, then we should keep the arts out of school, shut down the neighborhood theatre and barricade the museum doors. When we let the arts into the arena of learning, we run the risk that color and motion and music will enter our lives.

Coming to Our Senses: The Significance of the Arts for American Education, a report by The Arts, Education, and Americans Panel Advocates

The 25 schools participating in the Arts in Education (AIE) program with the Oklahoma State Department of Education are willing to take this "risk". The focus of the AIE program is on the integration of arts experiences on a regular basis. Such a focus creates an environment where artists, teachers, and students come together through the arts to grow, to learn, and to explore. By letting "the arts into the arena of learning," these schools bring "color and motion and music" into the lives of their students and faculties.

The rewards of such a program are endless . . . there is a positive development of student self-concepts, confidence and assertiveness, and increased motivation for the arts and a desire to explore other areas of creative self expression. AIE provides a changed environment which allows teachers to try alternative and innovative methods of teaching the basic curriculum. A community whose schools are involved in AIE becomes sensitive to the arts needs of its citizens . . . artists and arts agencies become invaluable resources.

The AIE Program in Oklahoma has been rapidly growing. In May of 1976, five schools were identified as demonstration schools; since that time, the number has grown to 25. There is an elementary AIE Network involving 17 elementary schools and a middle school/junior high school AIE Network consisting of 8 schools.

This brochure will focus on the AIE activities centered around programs offered at the middle or junior high school level. The 8 middle school/junior high schools participating in the Arts in Education program are:

ARDMORE MIDDLE SCHOOL, (7-8) Ardmore
CENTRAL MIDDLE SCHOOL, (6) Ardmore
TOMLINSON JUNIOR HIGH SCHOOL, (7-9) Lawton
IRVING MIDDLE SCHOOL, (6-8) Norman
LONGFELLOW MIDDLE SCHOOL, (6-8) Norman
WHITTIER MIDDLE SCHOOL, (6-8) Norman
SEQUOYAH MIDDLE SCHOOL, (6-8) Edmond
CENTRAL JUNIOR HIGH SCHOOL, (7-9) Shawnee

This brochure relates some of the activities in which these schools have recently been involved. The focus is on arts experiences, environmental changes, innovative curriculum ideas, workshops and artist residencies which have made an impact on the administrators, teachers and students of these schools.

The comments and accounts you will find within are proof that the"arts-r-us" . . . .

ENVIRONMENTAL - ATTITUDINAL CHANGES . . . PROMOTE PRIDE IN SCHOOL

The teachers and administrators of TOMLINSON JUNIOR HIGH feel the first year of the Arts in Education program has already left its mark on their school. Student activities and projects were designed to develop an awareness of the physical plant and pride in its appearance. Numerous environmental changes have taken place--the imaginative decoration of school trash cans, the painting of graphics above hall lockers, and the making of a "plant place" in the entry to the school.

In addition, teachers speak of attitudinal changes. "The children learn to participate in groups; shy quiet students are opening up and reaching out." "Discipline has improved; there seems to be a positive attitude surrounding the students as well as the teachers." "The children are remembering experiences highlighted with art experiences and we are all benefiting from incorporating the arts in our curriculum . . . this exposure enhances innovative, creative thinking, opens minds, and gives us all a new appreciation for all the arts."

DO ARTS EXPERIENCES AFFECT THE CHILD? You be the judge:

A bilingual student, lacking the necessary language skills to excel academically, benefitted greatly from a lesson in English utilizing visual art. Students were asked to make puppets to represent parts of speech. Through this arts experience in conjunction with basic curriculum, the teacher discovered her student was a very creative, imaginative and visual person. What he lacked verbally, he made up for visually. His puppet was a three dimensional, moving work of art, which helped him to visually comprehend the concept being taught. Teachers at Tomlinson are now utilizing this student's talents to enhance his understanding in other areas of the curriculum.

A SUPPORT SYSTEM FOR TEACHERS . . .

Kathy Collier, chairperson for the Arts Planning Team at Tomlinson, says, "AIE has created a network where individual effort does not go unnoticed. A support system has developed where more ideas and efforts are shared. We can see what others are doing . . . we don't feel alone in exposing our students to arts experiences."

AIE . . . HEIGHTENS INTEREST AND MOTIVATES THE STUDENTS

John Thompson, Principal at ARDMORE MIDDLE SCHOOL, has this to say: "We attack learning with a stimulus - this keeps interest level up and will hopefully better prepare our students for the future. Too often, we see a drop in interest level among kids at this grade. By using people and arts activities we make the subject matter relevant through direct application. This one-to-one relationship heightens interest and motivates the students."

A COMMON INTEREST . . . A COMMON LANGUAGE

One of the changes directly associated with Ardmore Middle School's involvement in AIE is the use of children's murals in the hall. They have given the school a face lift, brightened the corridors, and involved the students in a common interest. In one hall, the students have designed a mural depicting the many different cultures represented at Ardmore Middle School.

> Two foreign students, Viet, from Vietnam, and Julio, from Peru, each designed a panel for the cultural mural. Neither student speaks English well enough to communicate verbally. However, while working on the mural, these two young men found a common language . . . ART. It was interesting to see the boys instruct each other. Viet taught Julio how to paint on the Vietnamese panel, and Julio in turn, instructed Viet on how to paint the Peruvian panel. Through sign language, color, patience, and what little English they knew, they broke a barrier . . . a barrier they each had encountered many times. Art became the common language; they learned of each other's cultures, but more importantly, they each found a good friend.

A NEW RECIPE . . .

1 innovative idea
1 dedicated teacher
1 package of assorted 6th graders
1 tape recorder
1 camera
1 set of video equipment
–several pounds of patience
–a ton of imagination

Mix the above ingredients until well blended — continue to fold in encouragement from the administration. Simmer ingredients over low heat until ready to film, then allow to boil together on video tape!

The result . . . "Vegetable Soup"!! With the support of Principal, Jess Butler, Mrs. Suzanne Pratt created station KSMS at SEQUOYAH MIDDLE SCHOOL. "Vegetable Soup" is a 20 minute program produced weekly on Station KSMS. The program got its name from Mrs. Pratt because it containes such a variety of things.

Each week parts are assigned . . . then the students are on their own. They become writers, editors, camera and tape recorder operators, announcers and dancers. Most of the preparation work is done outside of class time; then students come together to film the show with no rehearsals.

"Vegetable Soup" is a fast-paced program which begins with the "Pledge of Allegiance" and includes Wow Word of the Day, Math Magic, Sports Spectacular, Library Lingo, Careers, Cafeteria Cuisine, Birthdays and Joke of the Day.

Once the students are given the topics, they are able to create as they wish. For example, the student in charge of the Word of the Day may choose to present it in a skit, or a song, or as a commercial. Math may be presented with a game; science may involve doing an actual experiment on camera. The only limits in filling the segments are the student's imaginations.

In addition to teaching visual literacy, it also teaches the workers and performers organization and stage presence . . . creates self-confidence and gives the students an insight into that career field. Parents are invited to attend the actual filming . . . other interested classes are also welcome to come watch these kids in action.

HOW DO THE STUDENTS FEEL ABOUT THEIR OWN SHOW?

"I love this part of class. This is all ours . . . it is really neat to see it all put together and to know that we did it all by ourselves!"

arts·r·us staff

C. Hoke Blackburn, *Writer & Graphic Design*
Nita West, *Layout*
Lana Hopson, *Composition*
David Smith & Sue Reeder, *Printing*

Artwork by students from Tomlinson Jr. High, Lawton; Ardmore Middle School; and Longfellow Middle School, Norman.

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THE SKY IS THE LIMIT!

At LONGFELLOW MIDDLE SCHOOL, the Arts Planning Team is the hub of what goes on . . . they make AIE work in their school. Blessed with an administrator who is open to new ideas like Principal, Don Vickburg, Longfellow's Arts Planning Team works deligently to involve all curriculum areas. Their goal is to use the arts as a vehicle for sound educational process. Through the efforts of the Arts Planning Team, the entire school participated in activities associated with the arrival of the MOON ROCKS EXHIBIT . . . . they called it SPACE WEEK!

Foreign language classes utilized a drawing exercise to teach the vocabulary words associated with space. A science class built a scale model of a dwelling place in outer space. Social science classes looked at the future . . . studied solar energy, overcrowding, etc. Reading classes spent some time on science fiction. Speech students concerned themselves with the expectations of life on another planet. Nutrition classes dealt with possible space foods. Vocal music produced a space opera. All content areas carried through with this motif . . . the examples are never-ending.

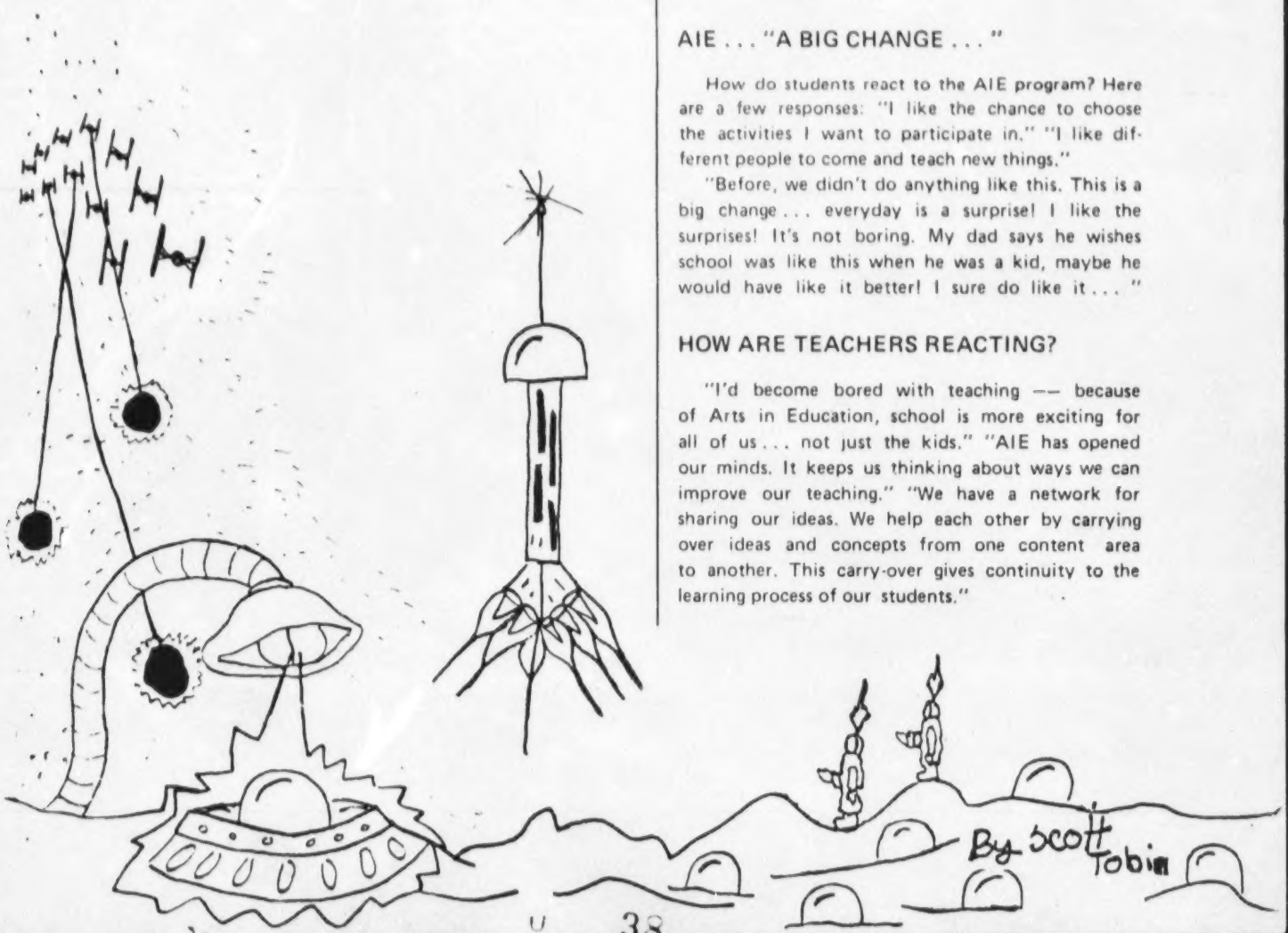
AIE . . . "A BIG CHANGE . . . "

How do students react to the AIE program? Here are a few responses: "I like the chance to choose the activities I want to participate in." "I like different people to come and teach new things."

"Before, we didn't do anything like this. This is a big change . . . everyday is a surprise! I like the surprises! It's not boring. My dad says he wishes school was like this when he was a kid, maybe he would have like it better! I sure do like it . . . "

HOW ARE TEACHERS REACTING?

"I'd become bored with teaching — because of Arts in Education, school is more exciting for all of us . . . not just the kids." "AIE has opened our minds. It keeps us thinking about ways we can improve our teaching." "We have a network for sharing our ideas. We help each other by carrying over ideas and concepts from one content area to another. This carry-over gives continuity to the learning process of our students."



POETRY IN MOTION . . .

Prairie Dance Theatre, three movement specialists and artists in residence, came to IRVING MIDDLE SCHOOL for a one day residency. Joella Chew, Lisa Roll, and Beth Shumway are the three artists comprising Prairie Dance. Their visit coincided with a unit on poetry being conducted by the 6th grade classes in Language Arts.

Prior to the Prairie Dance visit, students studied Haiku, Cinquain and choral poetry. Teachers conducted class discussions to stimulated student's imaginations. Several topics were discussed and individual poetry was written by students. As a class project, the poem "Beauty" was chosen for a choral reading presentation. Students divided into three groups, and each group was given a stanza of the poem to memorize.

When Joella, Lisa and Beth came to Irving, they spent the day visiting several classrooms and working with children on various movement exercises. Some of the classes put their own poems into motion, as they practiced rhythm and movement.

Later in the day, Prairie Dance presented a program for the school. They narrated a poem by Dr. Suess, and through movement and dance, became the characters and animals portrayed in the poem. At the end of the assembly, the 6th grade classes presented the choral reading of "Beauty". While the students were reciting the poem, Prairie Dance interpreted the words through movement.

The entire day was video-taped for documentation and used as a learning tool for the students. The video tape was also broadcast on the local educational television station.

With the help of Prairie Dance, students learned to put words in motion, express a feeling, and project an image through their body. By combining this unit on poetry with the visit from Prairie Dance, students were afforded the opportunity to see poetry in a different light . . . as an enjoyable experience involving the mind and the body.

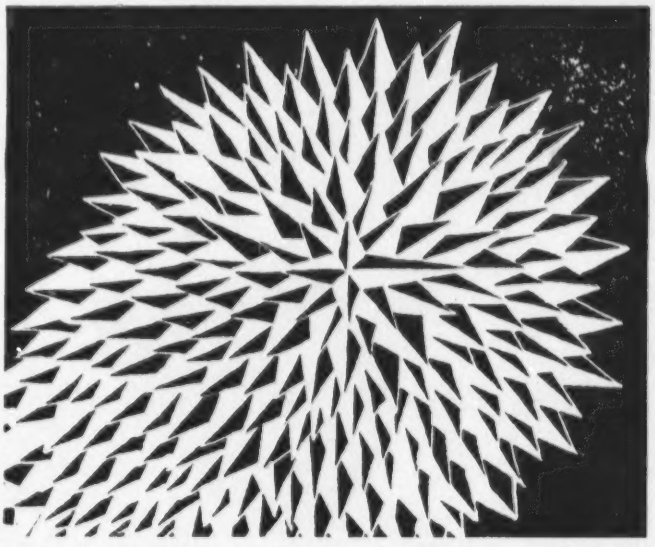
A PRINCIPAL'S POINT OF VIEW . . .

"It has been common knowledge for a number of years that students in grades 6, 7, and 8 have trouble dealing with abstractions," says Don Vickburg, Principal at LONGFELLOW MIDDLE SCHOOL in Norman. "Using AIE gives concrete experiences which better enable the students to communicate more effectively with each other and with their teachers."

"We have counseling programs, programs for learning disabled, gifted and talented and hearing impaired students. Many students have common problems. A hands-on experience sometimes helps them to deal with these problems."

"Words are sterile, they deal with intellectual facets. Children function more from an emotional, feeling base. AIE plugs into this base and becomes a benefit for student and teacher. I don't see how we can approach learning without plugging arts into the basics."

"At Longfellow, we encourage teachers to experiment and try new things. They must take chances and run the risk of failures . . . We cannot bring AIE into the schools if we do not do this."



TAKE THE RISK . . .

Not all successes must be academic. WE can promote academic motivation in a slow learner, or problem child, or an underachiever by allowing them successful experiences in the arts. Likewise, we can enrich the educational experiences of the gifted and talented. We can create a blanket of knowledge around our students by interweaving academics and the arts . . . a blanket that is not full of holes . . . one that will never wear out.

So much more can be achieved through AIE than can be found in any textbook, if we are not afraid to take the "risk" and if we DO IT COURAGEOUSLY!